

Skills Sets

Workplace Skills Education

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A Joint Project of

South Snohomish Local Area Planning Team

Cascadia Community College

Edmonds Community College

&

Service Alternative for WA, Inc

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Module One: Work Place Ethics



Learning Objective:

Notes:

The student will learn the definition of work ethics.

What are Work Ethics?

Definitions:

Work Ethics: "A cultural norm that places a positive moral value on doing a good job and is based on the belief that work has intrinsic value"

Write your own definition of work ethics:

How have you demonstrated this in the work place?

How will you show your employer that you value your job in the future?

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| <p>Learning Objective:</p> <p>The student will understand terms and skills associated with work ethics.</p> | Notes: |
| <p>An employee demonstrates strong work ethics by taking INITIATIVE and demonstrates it to employers and co-workers in the following ways:</p> <p>INDEPENDENCE</p> <p>AMBITION</p> <p>EFFECTIVENESS</p> <p>INITIATIVE</p> <p>PERCEPTION</p> <p>EFFICIENCY</p> <p>ADAPTABILITY</p> <p>ACCURACY</p> <p>CONSCIENTIOUSNESS</p> <p>ORDERLY</p> <p>ENTHUSIASM</p> <p>PERSISTENCE</p> <p>DEDICATION</p> <p>PRODUCTIVENESS</p> <p>RESOURCEFULNESS</p> | |

Learning Objective:

Notes:

The student will understand terms and skills associated with work ethics.

An employee demonstrates strong work ethics by being DEPENDABLE and demonstrates it to employers and co-workers in the following ways:

DEPENDABILITY

FOLLOWING REGULATIONS

FOLLOWING DIRECTIONS

RELIABILITY

HONESTY

INTEGRITY

CAREFULNESS

PUNCTUALITY

Learning Objective:

Notes:

The student will understand terms and skills associated with work ethics.

Quiz Time!

How would you handle the following situation?

You arrive at your work site 5 minutes late – the traffic was horrible and there was a ton of construction on the roads. You left the house without your notebook, which has your job description and checklist in it. You have been on the job for 2 weeks. What do you do to demonstrate at least **6** of the *INITIATIVE* work ethics skills?

Learning Objective:

The student will understand terms and skills associated with work ethics.

Notes:

Share & Discuss!

What did you learn from others?

How could you improve your *INITIATIVE* work ethics based on the previous situation?

What resources or support do you need to increase your *INITIATIVE* skills?

Initiative in the work place communicates to your co-workers and supervisor that you want to be there, appreciate the opportunities and want to be part of the team. Employers “weed” out poor performing employees in part by the amount of initiative each employee puts towards the job.

Learning Objective:

The student will understand terms and skills associated with work ethics.

Notes:

Quiz Time!

How would you handle the following situation?

Your worksite supervisor has left for an early morning meeting right when you come in. He has left no instructions or projects for you to complete that day, only saying he will return after lunch; page him if needed for emergencies.

What do you do for the morning? How do you determine how to spend your time? How do you demonstrate *DEPENDABILITY* using at least 4 of the *DEPENDABILITY* skills?

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| <p>Learning Objective:</p> <p>The student will understand terms and skills associated with work ethics.</p> | <p>Notes:</p> |
| <p>Share & Discuss!</p> <p>What did you learn from others?</p> <p>How could you improve your <i>DEPENDABILITY</i> work ethics based on the previous situation?</p> <p>What resources or support do you need to increase your <i>DEPENDABILITY</i> skills?</p> <p>DEPENDABILITY in the work place communicates to your co-workers and supervisor that you are reliable, that you can be trusted and most of all want to be working there. It lets employers know that they can increase opportunities and responsibility for you. Dependable employees get rewarded with higher pay, better jobs, and more responsibility as well as better benefits!</p> | |

Learning Objective:

The student will understand terms and skills associated with work ethics.

Notes:

Work Attitudes – they may be yours, but everyone knows them!

Work Attitudes are those feelings that you have about the job you do, the place you work and the people you work with.

Negative work attitudes will spread throughout the work site if you let them get out of control.

However, the same goes for positive work attitudes – a positive work attitude can spread to others also.

It is vital to measure your attitude towards work as it will impact your MOTIVATION & INITIATIVE, your actual output on the worksite and your ability to get promoted and increase your income.

It also spreads to your children – children know when we value the work we do and feel appreciation towards the job.

Let's talk about Work Attitudes more . . .

Learning Objective:

The student will understand terms and skills associated with work ethics.

Notes:

Succeeding at work means performing well; and being able to perform well means starting with a good, positive attitude.

You won't succeed unless you have good work habits and a positive attitude, which means you:

- look for the best in everything around you
- are realistically cheerful
- are cooperative
- are considerate

Time to Ponder:

In general, my attitude toward work is:

A good work attitude that I have is:

An example of this is the time when I:

Another good work attitude that I have is:

An example of this is the time when I:

I could still improve my attitude about this phase of work:

I still need to get rid of my negative work attitude about:

Learning Objective:

The student will learn the key components of work ethics and evaluate self.

Notes:

Which of the following pictures shows a positive, negative or neutral work attitude?

A.

B.

C.

D.

E.

F.

Have you ever been counseled about your attitude at work? How did you feel? Do you think that it was accurate? Did you change to meet the expectations of your supervisor?

Have you ever seen anyone displaying these attitudes?

What is the impact on your day when someone has a negative attitude at work?

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| <p>Learning Objective:</p> <p>The student will learn the key components of work ethics and be able to evaluate self.</p> | <p>Notes:</p> |
| <p>Perseverance in the Work Place</p> <p>What is perseverance?</p> <p>Perseverance is the ability to stay on task, to keep working on something, even when it is not your favorite thing.</p> <p>Perseverance is the energy that drives the human spirit. It keeps the soldier tracking his target, the lover pursuing his beloved, and the athlete moving toward the goal line. And the employee coming back to work each day, attaining goals and learning new things.</p> <p>Perseverance, like all traits, exists in degrees. Would you perform an action repeatedly until you finally achieved success? Would you spend half a lifetime pondering the solution to a problem? Such persistence has played a large part in the success of noted men and women in various fields.</p> <p>Take Thomas Edison, for example. In 1879, after several thousand trials in his search for the right filament, he succeeded in inventing the light bulb. Persistence was present to a large degree in the accomplishments of others as well, such as Madame Marie Curie, who discovered radium, Dr. Jonas Salk, who gave us the vaccine for polio, and Alexander Graham Bell, inventor of the telephone.</p> <p>Illustrious scientists are not the only ones who have proved that tenacity is necessary to achieve our goals. All of us struggle with problems in which persistence may mean the difference between happiness and gloom, life and death.</p> | |

Work Attitudes:

Notes:

Do You Quit or Keep Chugging: How Persevering Are You?

Perseverance is the energy that drives the human spirit. It keeps the soldier tracking his target, the lover pursuing his beloved, and the athlete moving toward the goal line. And the employee coming back to work each day, attaining goals and learning new things.

Perseverance, like all traits, exists in degrees. Would you perform an action repeatedly until you finally achieved success? Would you spend half a lifetime pondering the solution to a problem? Such persistence has played a large part in the success of noted men and women in various fields.

Take Thomas Edison, for example. In 1879, after several thousand trials in his search for the right filament, he succeeded in inventing the light bulb. Persistence was present to a large degree in the accomplishments of others as well, such as Madame Marie Curie, who discovered radium, Dr. Jonas Salk, who gave us the vaccine for polio, and Alexander Graham Bell, inventor of the telephone.

Illustrious scientists are not the only ones who have proved that tenacity is necessary to achieve our goals. All of us struggle with problems in which persistence may mean the difference between happiness and gloom, life and death.

Do you know a person who you think is persistent?

What makes this person persistent?

TEST

Do you rise to a challenge or call it quits? Take the following assessment to learn what your persistence index is.

1. Little can be gained by people who attempt to do things that are too difficult for them.

True False

2. Compared with others, I hate to lose at anything.

True False

3. The stronger the chance of failing at something, the less determined I am to keep at it.

True False

4. I am known to be a stickler for fighting for my rights.

True False

5. It's better to accomplish many easy jobs than to attempt a few that are very difficult.

True False

6. Luck is an important factor in determining whether one succeeds.

True False

7. Compared with others, I set high goals for myself.

True False

8. People who get ahead work only with their heads rather than with their hands.

True False

9. Regardless of whether I work for myself or someone else, there's no change in my level of ambition.

True False

10. I procrastinate more than my friends when faced with an unpleasant job.

True False

SCORING

To tally your score, give yourself 1 point for each response that matches yours.

1. False 2. True 3. False 4. True 5. False
6. False 7. True 8. True 9. False 10. False

A score of 8-10 points: You are very tenacious and work hard to achieve your goals.

A score of 4-7 points: You have an average degree of persistence.

A score of 0-3 points: You give up too easily! When things become difficult, try to stick it out. You may be surprised to discover that a little effort can yield results that are more positive than you'd imagined.

EXPLANATION

Persistence was found to be a bona fide personality trait by Dr. J.P. Guilford, formerly of the University of Southern California. In his book *Personality*, he calls it the "desire to succeed." It's connected to ambition and a compulsion to achieve. Persistent people usually have strong needs for recognition and prestige. They like to make things happen quickly, and they believe that making money is an important goal in life. They rarely bypass a chance to excel at something, even if it is difficult. Generally, they don't believe that attempting many easy goals is the same thing as striving to reach a few difficult ones. They also don't take failures well - when failure occurs, they often double their efforts to succeed the next time.

Luck or miracles rarely factor into the persistent person's idea of how success will occur – rather, they set high aspirations for themselves and then become dedicated to achieving them. Persevering types also tend to procrastinate far less than the average person, and exhibit entrepreneurial tendencies, working harder on their own than under someone else's command. The perseverance trait is commonly found in artists, who practice diligently to perfect their art, students who study hard (and tend to become over-learners, studying more than necessary to pass exams), and salespeople, who sell far beyond their quotas. Tenacious people are more likely to use their head than their hands whenever possible in tackling a tough job. Keep in mind that although highly persistent people aren't necessarily successful, most successful people are highly persistent.

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| <p>Learning Objective:</p> <p>The student will learn the key components of work ethics and evaluate self.</p> | <p>Notes:</p> |
| <p>Share and Discuss the Quiz Outcomes:</p> <p>What did you learn about yourself?</p> <p>What areas do you need to improve on?</p> <p>What skills do you have that will help you persevere and be tenacious on the job?</p> <p>What resources do you have to support building this skill?</p> | |

Learning Objective:

The student will learn the key components of work ethics and evaluate self.

Notes:

What is your work attitude?

Do you like working?

Why do you work?

Do you show up for work on time?

Are you ready to work when you arrive?

Do others know that you like or dislike your job?

Do you offer to help others at the worksite?

Does your supervisor come to you when something extra needs to be done?

Can your co-workers rely on you to get the job done?

Are you prepared to take on more responsibilities at the work site?

Learning Objective:

The student will learn the key components of work ethics and evaluate self.

Notes:

Work Values

Introduction:

A value is a principal or standard that is held in high esteem by an individual and is related to all aspects of one's personal and work life. You may have values around family, work, spiritual, leisure, personal, etc. In this exercise you will focus on your work values.

As you rank each value, *think about how important the value is to you in a work setting.*

As you consider your work related values, keep in mind that there are no right or wrong work values, rather it is a process of identifying what matters most to *you* rather than someone else.

Work Values Exercise

Rate each of the following values on a scale from "1" to "5" with "5" being a most important work related value to you and "1" being not important. At the end of the list add any additional values that are important to you and rank them, too.

____ Advancement

Be able to get ahead rapidly, gaining opportunities for growth and seniority from work well done.

____ Adventure/Risk-taking

Have duties that involve frequent physical, financial or social risk-taking.

____ Aesthetics

Be involved in studying or appreciating the beauty of things, ideas, etc.

____ Affiliation

Be recognized as an employee of a particular organization.

____ Altruism/Help Society

Do something to contribute to the betterment of the world or a greater good.

____ Balance

Have a job that allows time for family, leisure, and work.

____ Challenge

Engage with complex questions and demanding tasks, trouble-shooting and problem-solving.

____ Change and Variety

Have a wide range of work responsibilities frequently changing in content, setting, people and/or activities.

____ Community Activities

Become active in volunteering, politics, or service projects.

____ Competition

Engage in activities that measure my abilities against others.

____ Creative Expression

Be able to express my creative ideas in the arts and communication.

____Creativity

Create new ideas, programs, organized structures, or anything else that is unique and novel or not following a format developed by others.

____Competence

Demonstrate a high degree of expertise and mastery of job skills and knowledge.

____Excitement Experience a high degree of stimulation or frequent novelty and drama on the job.

____Fast Pace/Time

Pressure Work in circumstances where work is done rapidly and/or there is little room for error.

____Financial Reward

Earning a larger than average amount of income.

____Flexibility

Work according to my time schedule.

____Friendships

Develop personal relationships with people as a result of work activity.

____Fun

Have opportunities to be playful and humorous at work.

____Harmony/ Tranquility

Avoid pressures and stress in job role and work setting and seek harmonious relationships.

____Help Others

Be involved in helping or being of service to people directly, either individually or in groups.

____Independence/ Autonomy

Be able to determine the nature of work without significant direction from others; not have to follow instructions or conform to regulations.

____Influence People

Be in a position to influence attitudes or opinions of other people.

____Knowledge/ Research

Develop new information and ideas. Engage in pursuit of knowledge, truth and understanding.

____Leadership

Direct, manage, or supervise the work done by others.

____Location

Live somewhere conducive to my lifestyle, leisure, learning, and work life.

____Make Decisions

Have the power to decide courses of action, policies, etc or make decisions regarding the work activities of others.

____Moral/Spiritual Fulfillment

Feel that my work is consistent with my ideals or moral code.

____Personal Growth

Have work that enables me to grow as a person.

____Physical Challenge

Have a job that requires bodily strength, speed, dexterity, or agility.

____Public Contact

Have a lot of day-to-day contact with people.

____Recognition

Get positive feedback and public credit for work well done.

____Security

Have a stable work environment and a reasonable financial reward.

____Stability

Have a work routine and job duties that are largely predictable and not likely to change over a long period of time.

____Status/ Prestige

Gain the respect of friends, family and or the community by the nature and/ or level of responsibility of my work.

____Teamwork

Have close working relations with group; work as team for common goals.

____Work Alone

Do projects by myself, with little contact with others.

____ Other value _____

____ Other value _____

____ Other value _____

After reviewing all of your #5 values (most important to you), prioritize them by selecting your highest five work related values that you want incorporated into your future jobs.

Work values may change in time. Have your values changed over time?

How do you anticipate your top values may change in the future?

Is it important to you that the organization you work for shares your values?

How do you see your top five values being expressed in your work?

In what kind of work situations would you be willing to work for less than average pay?

In addition to work values, people find fulfillment of values in hobbies, family life, community activities, etc. If you listed some "other" values that were not in your top five prioritized values for work, how do you want to incorporate them into your life?

Hobbies _____

Family life _____

Community activities _____

Other _____

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Learning Objective:

The student will understand the role of initiative and motivation in the work place.

Notes:

Definitions:

INITIATIVE: energy or aptitude to begin

MOTIVATION: a need or desire that cause a person to act

How does one get initiative?

Is there one thing, a project or task that you lack initiative for?

How can you get the energy needed to begin?

What rewards do you give yourself for completing a task or project?

Do you feel any differently after a job is complete?

If yes, how do you feel?

Learning Objective:

Notes:

The student will understand the role of initiative and motivation in the work place.

INITIATIVE –

List some jobs that require a lot of initiative:

Do you think these positions pay well?

What kind of benefits do you think come along with these positions?

Is it the type of job or position you would like to have?

Learning Objective:

Notes:

The student will understand the role of initiative and motivation in the work place.

List some jobs that do not require much initiative:

Do you think these positions pay well?

What kind of benefits do you think come along with these positions?

Is this the type of position or job you would like to have?

Of the two lists, which positions are more respected?

Do people in these positions get promoted?

Learning Objective:

Notes:

The student will understand the role of initiative and motivation in the work place.

Of the two lists, which positions are more respected? Which are more needed in our community?

Do people in these positions get promoted?

How would you get hired for any of these jobs?

How would you keep this type of job?

How would you get promoted, increased wages or more recognition in this type of job?

Is INITIATIVE important for success?

Why?

Learning Objective:

Notes:

The student will understand the role of initiative and motivation in the workplace.

What factors impact MOTIVATION?

| | |
|--|---------------|
| <p>Learning Objective:</p> <p>The student will understand the role of initiative and motivation in the workplace.</p> | <p>Notes:</p> |
| <p>Two Factors Impact Motivation:</p> <p>Needs: -- a home, money, food, clothing</p> <p>Rewards: -- bonuses, vacations, acknowledgement, prestige</p> <p>Motivation factors that are met by work are:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Hygiene factors Pay, status, security, working conditions, policies and interpersonal relationships – the basics of life and work <input type="checkbox"/> Motivators Meaningful work, challenging work, recognition, feeling of achievement, increased responsibility, opportunities for growth, the job itself | |

Learning Objective:

Notes:

The student will understand the role of initiative and motivation in the workplace.

Self-Motivators:

Your Personal Flame

Name it!

Light it!

Keep it lit!



Learning Objective:

Notes:

The student will understand the role of initiative and motivation in the workplace.

Motivating Factors to Move You towards Your Personal Vision:

Internal Motivators:

- ☐ Joy
- ☐ Hunger
- ☐ Health
- ☐ Safety
- ☐ Pride
- ☐ Belonging
- ☐ Personal growth
- ☐ Fear

External Motivators:

- ☐ Rewards
- ☐ Penalties
- ☐ Prizes
- ☐ Tangible personal goals
- ☐ Money
- ☐ Threats of harm

| | |
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| <p>Learning Objective:</p> <p>The student will understand the role of initiative and motivation in the workplace.</p> | <p>Notes:</p> |
| <p>Fear – the impact on Motivation</p> <p>Are You afraid to succeed?</p> <p>Does fear keep you from trying something new?</p> <p>Does fear keep you moving towards your vision?</p> <p>Vision – do you see the impact on your own motivation?</p> <p>How can you use fear to mobilize yourself?</p> | |

Learning Objective:

The student will understand the role of initiative and motivation in the workplace.

Notes:

How does vision impact motivation?

And . . . how does motivation impact vision?



Chase Your Dream

Learning Objective:

The student will understand the role of initiative and motivation in the workplace.

Notes:

How do you maintain your vision?

Steps:

- 1. Make a vision statement**
- 2. Take action – find the initiative**
- 3. Improve skills**
- 4. Focus on personal motivating factors**
- 5. Find your success team**
- 6. Celebrate your successes**
- 7. Make it fun and meaningful**

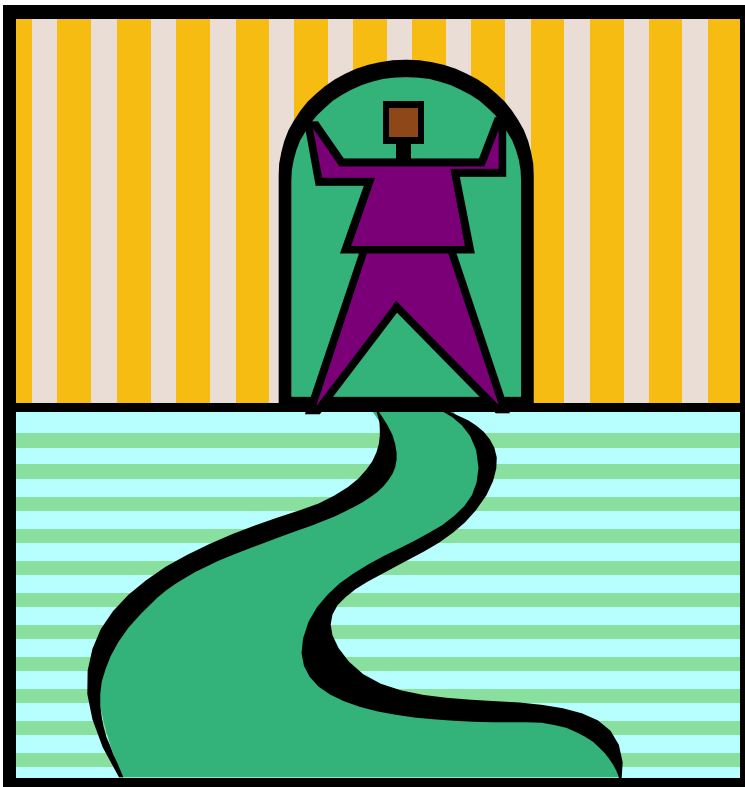
Learning Objective:

The student will understand the role of initiative and motivation in the workplace.

Notes:

Gaining Momentum

Maintaining
Motivation



Create Your Pathway

Learning Objectives:

The student will learn how to set goals and the benefits of goal setting

Notes:

Effective goals are:

Specific

Measurable

Attainable

Results-Oriented

Time-based

Learning Objective:

The student will learn how to set goals and the benefits of goal setting.

Notes:

Career Planning and Lifelong Goals:

How will the vision you have created help to motivate you?

How will your career plans become real for you?

How will the goal setting practice that you have just completed support career advancement as well as life planning?

We lift ourselves by our thought. We climb upon our vision of ourselves. If you want to enlarge your life, you must first enlarge your thought of it and of yourself.

Orison Swett Marden

Module Two: Communication



Learning Objective:

The student will understand both personal and systemic communication processes.

Notes:

Definition of Communication:

Real Communication

Is

Mutual
Understanding



Learning Objective:

The student understand both personal and systemic communication processes

Notes:

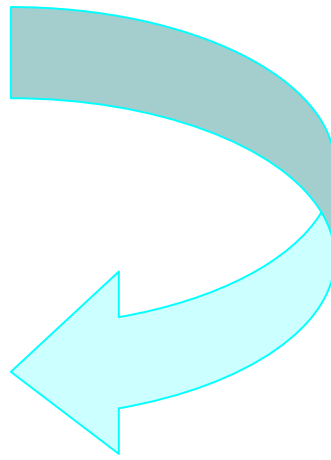
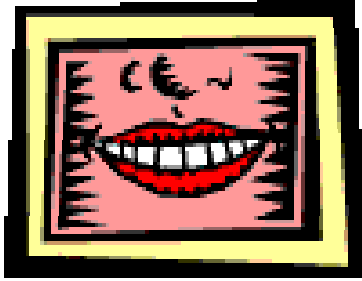
There are two forms of communication:

1. Verbal

2. Non-Verbal

Verbal Communication is using words to transmit information to a receiver . . .

Non-Verbal communication is using body, gestures, space, materials, and tone of voice to transmit information to a receiver



Learning Objective:

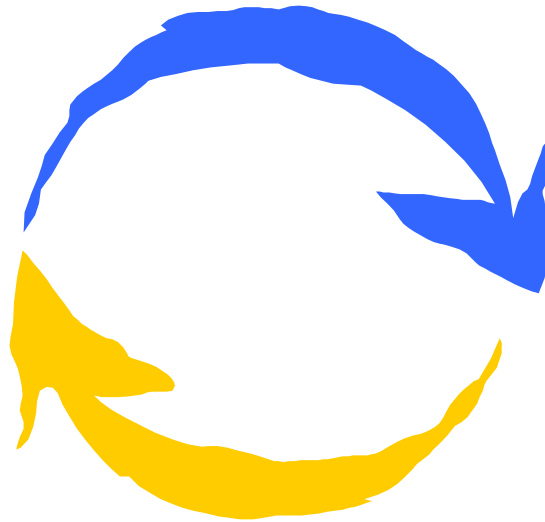
The student will understand both personal and systemic communication processes.

Notes:

The communication process goes like this:

1. The sender "encodes" a message
2. The sender "transmits" the message through a channel; there is always some form of noise in the environment to potentially interfere with the transmission
3. The receiver receives the message and "decodes" it; there is always a filter used by the receiver such as cultural bias, language or situation

-
4. The receiver sends "feedback" to the sender confirming receipt of the message



Learning Objective:

The student will understand both personal and systemic communication processes.

Notes:

Non-Verbal
Communication is often
more powerful than the
words that come out of
someone's mouth

Do you believe that
statement?

Can you read someone's
body language
effectively?

Learning Objective:

The student will understand both personal and
systemic communication processes.

Notes:

How well do you read body language?

The next time you chuckle at the antics of a
comedic duo performing a slapstick routine,
you'll notice that two roles are being played.
One person gets the pies in the face, while the
other throws them. Most relationships, curiously
enough, are like this. One partner is dominant
while the other is submissive. We reveal which
role we play in various ways, the most obvious
of which is through speech. Phrases like, "I'm
very sorry," "Excuse my clumsiness," or "May I
please?" all imply a degree of submissiveness.
Phrases like, "Can you do such and such?" "Will
you let me know?" or "Get back to me soon" all

reveal the dominant role.

However, dominant or submissive behavior isn't shown only through what we say. It can be conveyed non-verbally as well. Can you tell the difference between these roles just by watching two people interact? If you know what to look for, body movements contain signs that are just as telling as words, but not nearly as obvious.

Following is a list of everyday gestures. To learn how well you can decipher these physical flags, rate each behavior as dominant or submissive.

1. Shoulder shrugging
Dominant Submissive
2. Touching of partner
Dominant Submissive
3. Smiling
Dominant Submissive
4. Interrupting a partner's speech
Dominant Submissive
5. Gazing downward
Dominant Submissive
6. Jerking of head sideways
Dominant Submissive
7. Putting a hand on one's own body
Dominant Submissive

8. Gestures with palms down
Dominant Submissive

9. Tilting head to the side
Dominant Submissive

10. Loud, low-pitched voice
Dominant Submissive

11. Very soft voice
Dominant Submissive

12. Fingers spread & pointed toward partner
Dominant Submissive

13. Rotating palms upward
Dominant Submissive

14. Sped up speech
Dominant Submissive

SCORING

All the even-numbered items are "Dominant"; the rest are "Submissive." To tally your score, give yourself 1 point for each response that matches yours.

A score of 4 points or less: You are missing important body cues that may reveal the attitudes of others.

A score of 5-8 points: You have an average understanding of dominant and submissive body gestures.

A score of 7 points or more: You have an above-average sensitivity to non-verbal cues.

EXPLANATION

Psychologists have long-relied on "expressive movements," or body cues, to probe the inner feelings of people. Today, kinesics, the study of body movements, is a natural outgrowth of this practice. Numerous pop manuals on body language promise to teach people how to read others by

presenting a laundry list of postures and definitions of what each movement means. But such popular books are not always reliable.

What little we know for sure about body language comes from careful research done by people like anthropologist Dr. David Givens and the late psychiatrist Albert Schefflen. The items in our quiz are taken from their studies. Gestures of dominant persons are usually directed outwardly to another person. A steady unwavering gaze or the touching of one's partner is a dominant action. Submissive gestures are usually protective, such as touching one's own body or shrugging one's shoulders.

Unfortunately, submissiveness is equated with inadequacy. But this is not necessarily so. Submissive people are often happy, well adjusted, and productive. Furthermore, one isn't always submissive in every situation and with all people. More likely, a person displays degrees of dominance and submissiveness at different times depending on the setting. Assuming a role that is proper in a given situation, of course, is a sign of maturity.

Learning Objective:

Students will learn barriers to effective communication.

Notes:

Sender Responsibilities:

Unclear language

Inconsistent body
language

Missed messages



Learning Objective:

The student will learn barriers to effective communication.

Notes:

Receiver
Responsibilities:

Not Getting Clarification

Ineffective Filtering

Not Eliminating Noise
from the Environment

Not Sending Feedback

Learning Objective:

The student will learn barriers to effective communication.

Notes:

Other Barriers:

- ☐ Stereotyping
- ☐ Projection
- ☐ Relationship between

communicators

- ☐ Role, title or position of communicators
- ☐ Gender
- ☐ Physical distance
- ☐ Organizational structure

Learning Objectives:

The student will understand his/her role as a listener to improve communication.

Notes:

The listener's role!

The listener is in charge of decoding, seeking clarification and giving feedback to the sender.

It is the listener or receiver

that tells the sender whether
or not the information was
communicated and
understood.

How well do you listen?

How well do you read the environment?

What will you do to improve your listening skills?

Learning Objectives:

The student will understand his/her role as a
listener to improve communication.

Notes:

Be a good listener!

Do the following:

Use open body language that tells the sender
you are listening

Use eye contact with the sender

Ask probing questions to get clarifying
information

Listening fails when the receiver does the

| | |
|---|---------------|
| <p>following:</p> <p>Not paying attention to verbal and/or non-verbal messages</p> <p>Not asking clarifying questions</p> <p>Fails to use open body language to encourage more communication</p> <p style="text-align: center;">Communication Is Mutual Understanding</p> <p>Learning Objectives:</p> <p>The student will understand his/her role as a listener to improve communication.</p> | <p>Notes:</p> |
| <p>Active Listening is listening for both the content and the feeling behind the message.</p> <p>Content: the words</p> <p>Feeling: the emotions or the reason for the communication</p> <p>Active Listening involves the following skills:</p> | |

Paraphrasing: using your own words to clarify that the sender is telling you

Perception checking: ensuring that what you are seeing, hearing and feeling is correct

Behavior or feelings description: using "I" statements to describe what you are seeing or feeling attached to the message

Module Three:

Interpersonal Skills



Learning Objective:

The student will learn the importance of interpersonal skills in the workplace.

Notes:

Definition of interpersonal effectiveness:
"Habits, behaviors, attitudes, manners demonstrated toward others that support us in being effective in the workplace. "

| Learning Objective: | Notes |
|---|-------|
| <p>The student will learn the importance of interpersonal skills in the workplace.</p> | |
| <p>What behaviors and attitudes in the workplace support interpersonal effectiveness?</p> | |
| | |

Learning Objective:

The student will learn the importance of interpersonal skills in the workplace.

Success . . .

A large part of success in the workplace is your ability to have *positive relationships* with the people you work with and for.

Learning Objective:

The student will learn the importance of interpersonal skills in the workplace.



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| <p>Learning Objective:</p> <p>The student will learn the importance of interpersonal skills in the workplace.</p> | <p>Notes:</p> |
| <p>Manners in the workplace!</p> <p>What are manners?</p> | |

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|---|---------------|
| <p>Learning Objective:</p> <p>The student will learn the importance of interpersonal skills in the workplace.</p> | <p>Notes:</p> |
| <p>What SKILLS are important for success in the workplace?</p> <p>Write your brainstorm list here:</p> | |

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|---|---------------|
| <p>Learning Objective:</p> <p>The student will learn the importance of interpersonal skills in the workplace.</p> | <p>Notes:</p> |
| <p>Imagine . . .</p> <p>You wake up to the alarm screaming through your house . . .</p> <p>Your kids get off to school, finally . . .</p> <p>You can't find a pressed shirt . . .</p> <p>You spill your coffee all over the driveway . . .</p> <p>You get to work right on time . . .</p> <p>You walk straight to your work area, you don't say hello to anyone . . .</p> <p>You sit down, pound your coffee mug on the desk . . .</p> <p>Toss your bag under your desk and put you head into your hands . . .</p> <p>One of the supervisors says good morning and asks you what is wrong . . .</p> <p>You tell her the story of your entire morning up to that moment, and then also tell her that your electricity bill is late . . .</p> | |

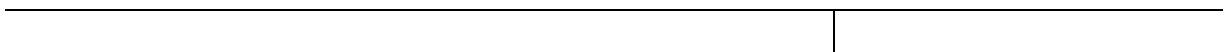
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|---|---------------|
| <p>Learning Objective:</p> <p>The student will learn workplace problem solving skills.</p> | <p>Notes:</p> |
| <p><i>Learn to solve problems with others</i></p> <p><i>Learn to use your co-workers to help solve problems</i></p> <p><i>Learn to build positive working relationships</i></p> | |

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| <p>Learning Objective:</p> <p>The student will learn workplace problem solving skills.</p> | <p>Notes:</p> |
| <p><i>How thoughtful are YOU?</i></p> <p>Do you focus on others?</p> <p>Do you focus on yourself?</p> <p>Will you be a “thoughtful” person in the workplace?</p> | |

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| <p>Learning Objective:</p> <p>The student will learn workplace problem solving skills.</p> | <p>Notes:</p> |
| <p>Conflict in the Workplace</p> <p>It can ruin your day</p> <p>OR . . .</p> <p>You can learn from it and grow as a person and an employee</p> <p>THE CHOICE IS YOUR'S!</p> <p>WHAT CHOICE ARE YOU GOING TO MAKE?</p> <p>My Goal Around Conflict Management:</p> | |

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| <p>Learning Objective:</p> <p>The student will learn workplace problem solving skills.</p> | <p>Notes:</p> |
| <p>.....</p> <p>“There are five universally accepted approaches to conflict management. No one approach will work in all situations. It is therefore important to develop the ability to use each style in appropriate situations. Some styles will be more comfortable to you than others; they fit your natural style (what you found out in the previous assignment!). Your challenge is to master those styles that you find personally difficult.”</p> <p>(Pickering, 2000, p. 35)</p> <p>.....</p> | |

| | |
|---|---------------|
| <p>Learning Objective:</p> <p>The student will learn workplace problem solving skills.</p> | <p>Notes:</p> |
| <p>How to solve conflict!</p> <p>It is easier than you think</p> <p>It requires:</p> <p>Accessing the situation</p> <p>Clarifying the issue</p> <p>Evaluate alternatives</p> <p>Solve the problem</p> | |



Learning Objective:

The student will learn interpersonal techniques and behaviors.

Notes:

What factors affect your approach to managing a conflict?

Knowledge

Authority

Power

Other

Winning

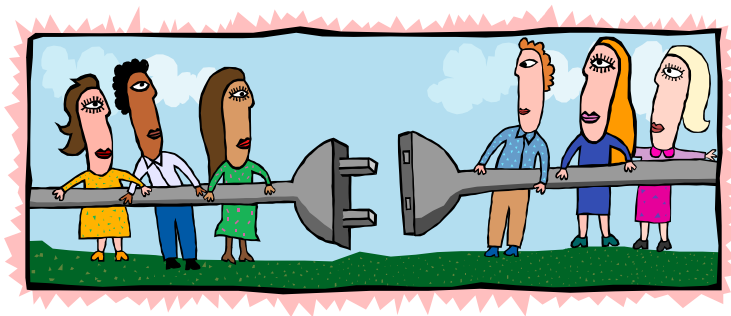
Learning Objective:

The student will learn interpersonal techniques and behaviors.

Notes:

How to maintain positive relationships during a conflict:

Why is maintaining positive relationships important in the workplace?



How can workplace relationships benefit the following:

Your co-workers:

Your supervisor:

Your family:

Yourself:

Learning Objective:

Notes:

The student will learn interpersonal techniques and behaviors.

Building relationships in the work place is a basic skill!

Building relationships: The five keys to relationships in the workplace.

- Become genuinely interested in other people.
- Call people by their first names
- Talk in terms of the other person's interest.
- Smile
- Listen (review listening skills)

Learning Objective:

The student will learn interpersonal techniques and behaviors.

Notes:

Being TACTFUL . . .

Think before you speak

Apologize when you blunder

Converse, don't compete

Time your comments

Focus on behavior, not personality

Uncover hidden feelings

Listen to feedback.

Think about a situation where a relationship failed.
Think about how TACTFUL you were.
Answer these questions.

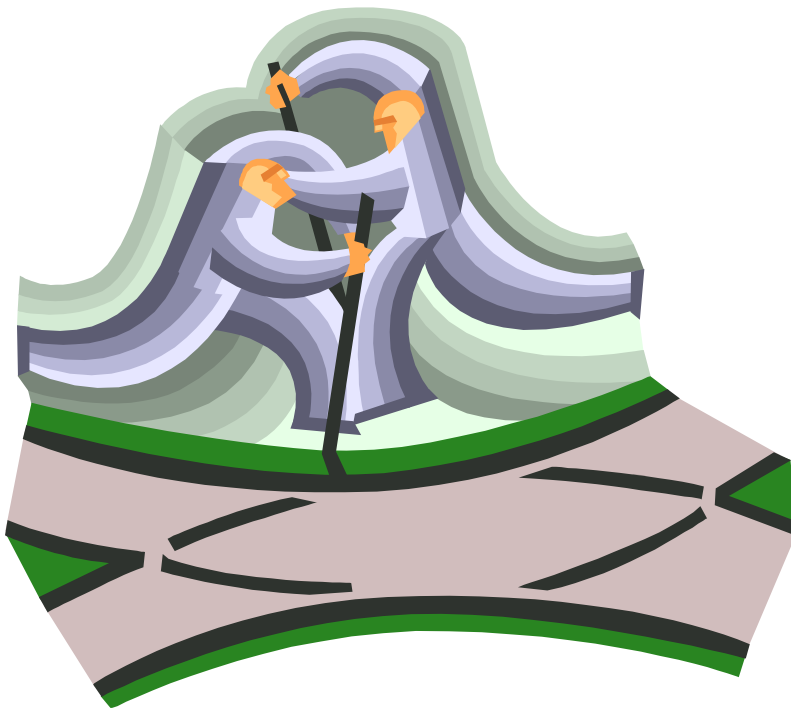
- Did you practice the TACTFUL skills?
- What would you do differently?

Learning Objective:

The student will learn interpersonal techniques and behaviors.

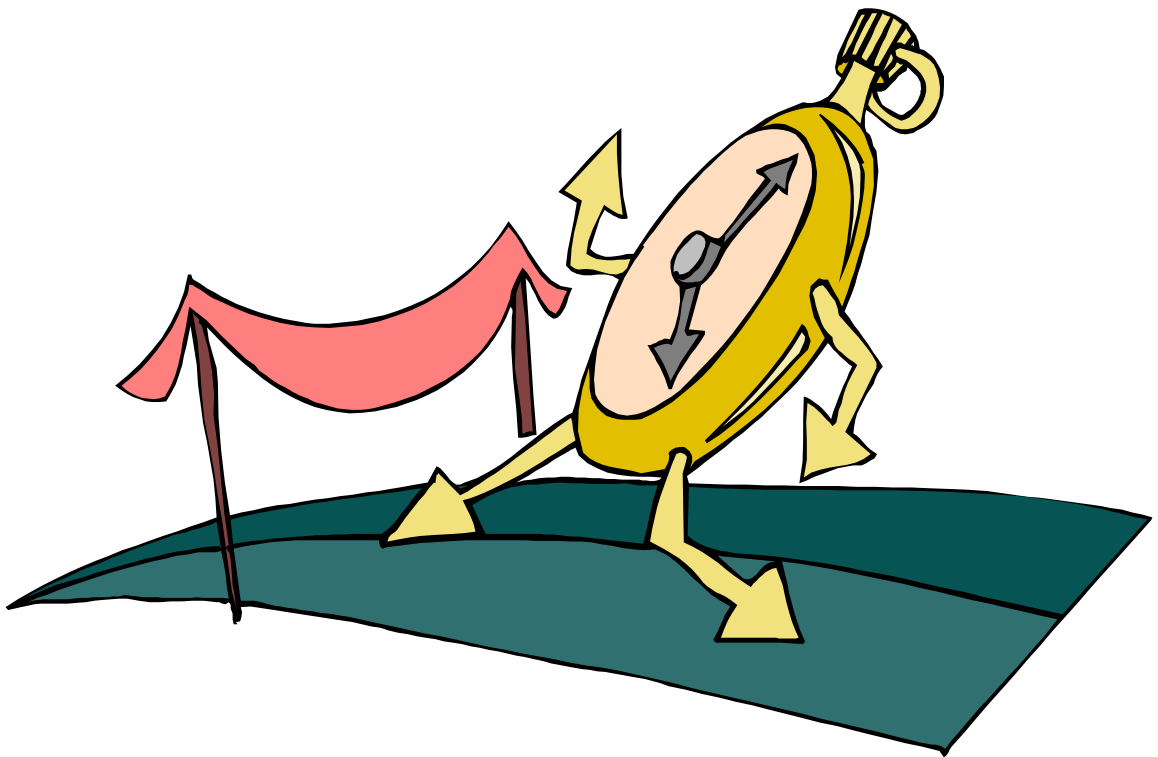
Notes:

Positive and Negative Effects of Conflict



Module Four:

Time Management

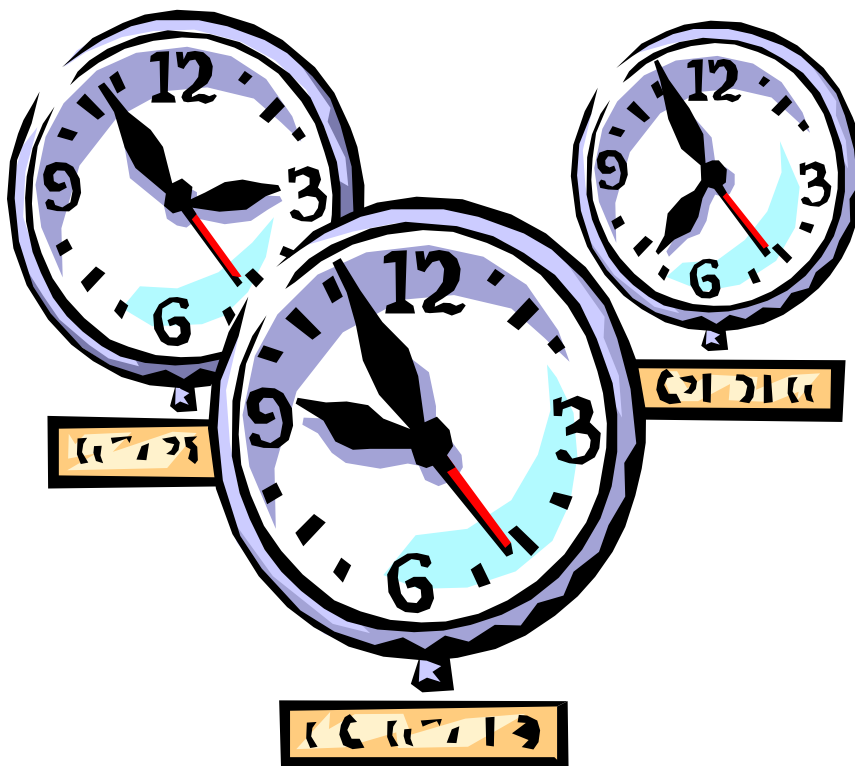


Learning Objective:
Definition

Notes:

Definition:

Time management refers to the development of processes and tools that increase efficiency and productivity



Learning Objective:

The student will understand the value of prioritizing.

Notes:

First of all . . .

Get Your Life Under Control!

Secondly . . .

Decide the importance of each item!

Learning Objective:

Student will understand the importance of prioritizing.

Notes:

To get your life under control,
you must want to get
organized and let go of things
that are not moving you
forward

What is working for you and
what is working against you?

Learning Objective:

Students will understand the importance of prioritizing.

Notes:

Now it is time to prioritize!

Using your list of things in your life that need to be reorganized or adjusted, prioritize them in order of importance to you and their value in your personal and career goals. Next, be ready to explain your decisions to the group!

Learning Objective:

Notes

The student will recognize how effective time and project management impacts self and systems.

What is a system:

"A system is a perceived whole whose elements "hang together" because they continually affect each other over time and operate toward a common purpose" (Senge, 1994, p. 90).

What are your systems:

Who are in each system:



Learning Objective:

Notes:

The student will recognize how effective time management and project management impacts self and systems.

Lets see how you value time management

Complete the time management questionnaire and share the results with the group!

Learning Objective:

Notes:

The student will recognize how effective time and project management impacts self and systems.

What is the impact on others in your systems when you do not complete projects on time or even at all?

What is the impact on your employment?

What is the impact on your co-workers?

What is the impact on your goals?

Learning Objective:

Notes:

The student will recognize how effective time and project management impacts self and systems.

What are the causes of not getting things done?

Why do we procrastinate?

Procrastination is just a symptom of other things going on inside us – sometimes we:

FEAR SUCCESS

OR WE

FEAR FAILURE

OR WE

CAN'T IMAGINE WE CAN DO IT!

Learning Objective:

Notes:

The student will learn time management techniques and tricks.

Time Management: Words to Inspire!

"Don't say you don't have enough time. You have exactly the same number of hours per day that were given to Helen Keller, Pasteur, Michelangelo, Mother Teresa, Leonardo da Vinci, Thomas Jefferson, and Albert Einstein."

H. Jackson Brown

"The bad news is that time flies. The good news is you're the pilot."

Michael Althsuler

"Never let yesterday use up today."

Learning Objective:

Notes:

The students will learn time management techniques and tricks.

Time management techniques:

Number One: Goal Setting

Determine what you need to get done for the day, week, month and year!

Write these goals down!

Put the list where you will see it and can act on it!

Check off things as you complete them!

Number Two: Prioritizing

Determine what needs to get done first!

Write your goals in this order!

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| <p>Learning Objective:</p> <p>The student will learn time management techniques and tricks.</p> | <p>Notes:</p> |
| <p>Time management techniques continued:</p> <p>Number Three: Planning</p> <p>Using your prioritized goal list, now plan how you can get each goal completed.</p> <p>Create action steps for each goal!</p> <p>Enlist others to help when appropriate!</p> <p>Check off action steps as they are completed!</p> <p>Number Four: Scheduling</p> <p>Use your planner for maximum efficiency!</p> <p>Schedule time to complete your projects and tasks!</p> <p>Ensure that you have adequate time and space as well as privacy to get your tasks done – enlist others to help you get the “quiet” time you need to complete projects!</p> <p>Have a space established to get your work done!</p> | |

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| <p>Learning Objective:</p> <p>Students will gain understanding about the role of initiative and motivation in prioritizing tasks.</p> | Notes: |
| <p>Initiative:</p> <p>Remember what this is? 😊</p> <p>Motivation:</p> <p>Recall this? 😊</p> <p>Initiative and Motivation are key to time management. Why:</p> <p>What role does procrastination have in taking initiative?</p> <p>How can you overcome procrastination?</p> <p>What role does motivation play in overcoming procrastination and attaining goals?</p> | |

| | |
|---|---------------|
| <p>Learning Objective:</p> <p>Students will gain understanding about the role of initiative and motivation in prioritizing tasks.</p> | <p>Notes:</p> |
| <p>When you have a "ton" to do and not a "ton" of time, many people to answer to, what do you do?</p> <p>Yell?</p> <p>Get stressed out?</p> <p>Quit?</p> <p>Sink your teeth into the task?</p> <p>One of your goals, if one of the above is how you react, should be to learn to recognize your reaction and learn a new way of reacting.</p> <p>In fact, reacting is often the problem!</p> <p>Reacting means that something has "snuck" up on us and we weren't prepared.</p> <p>Reacting is just taking care of the immediate task -- it is not taking care of what really needs to be done.</p> <p>Being Proactive is planning, scheduling and preparing for everything, even those things that you are not aware of!</p> | |

Learning Objective:

Notes:

Students will gain understanding about the role of initiative and motivation in prioritizing tasks.

Imagine that you work for several departments . . .

that each department has a manager . . .

that you work for each of the managers . . .

Now, on a given Monday, each of the managers comes to you and asks you to run a budget report for their respective departments . . .

They each tell you they need it for a meeting in 10 minutes . . .

Credits

Peg Pickering – Conflict Management

University of Aberdeen

Thomas Kilman Conflict Mode Instrument

Work Ethics Guide